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ABSTRACT

This fifth in a series of eleven learning modules on program planning, development, and evaluation is designed to help secondary and postsecondary vocational teachers develop competencies needed to help an occupational advisory committee mature to the level at which it can maintain itself. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (covering suggestions for agendas for the first three advisory committee meetings, suggestions for first year and annual programs of work, and advisory committee functions), self-check quizzes, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

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ED149155

MODULE

A-5

Maintain an Occupational Advisory Committee

MODULE A-5 OF CATEGORY A— PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 536

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of ESEA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

As a vocational teacher, you are probably already aware of the valuable contributions that an occupational advisory committee can make to the school and community, and especially the assistance the committee can provide to you. Most vocational teachers, whether at the secondary or post-secondary level, will be expected to work with an occupational advisory committee for their instructional program area. Simply organizing the occupational advisory committee does not ensure that the committee will be viable and effective. The advisory committee will need assistance if it is to continue as a functional committee. The teacher has a major responsibility to help maintain the smooth and effective operation of the occupational advisory committee.

A newly organized or reorganized advisory committee will need help if it is to mature. The teacher will need to temporarily assume leadership for the committee. Committee members will need to learn their roles and the role of the committee. The school administrators and board of education or board of trustees may also need to learn how to utilize the expertise of the advisory committee, and to recognize the potential value of the committee.

Once an advisory committee is fully functional, the teacher's role will become that of a facilitator, or "helper." The teacher will still need to provide guidance to the advisory committee, but the advisory committee should be expected to assume responsibility for its own leadership.

A functional advisory committee needs written rules of operation to help ensure its continuing existence and effectiveness. The committee will be able to identify what it hopes to accomplish, and then set out to reach its goals. This module is designed to assist you in developing the competencies needed to help an occupational advisory committee mature to the level at which it can maintain itself.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, maintain an occupational advisory committee. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for maintaining a newly organized or reorganized occupational advisory committee (*Learning Experience I*).
2. After completing the required reading, demonstrate knowledge of the procedures for maintaining an existing occupational advisory committee (*Learning Experience II*).
3. Given a case study describing how a hypothetical teacher maintained an occupational advisory committee, critique the performance of that teacher (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in organizing an occupational advisory committee. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Organize an Occupational Advisory Committee*, Module A–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: American Vocational Association. *The Advisory Committee and Vocational Education*. Washington, DC: AVA, 1969.

Reference: Riendeau, Albert J. *Advisory Committees for Occupational Education: A Guide to Organization and Operation*. New York, NY: McGraw-Hill Book Company, 1977.

A vocational teacher, school administrator, or advisory committee chairperson knowledgeable about procedures for maintaining a newly organized or reorganized occupational advisory committee with whom you can consult.

A new organized or reorganized occupational advisory committee whose initial meetings you can attend.

Learning Experience II

Optional

A vocational teacher, school administrator, or advisory committee chairperson knowledgeable about procedures for maintaining an existing occupational advisory committee with whom you can consult.

An existing occupational advisory committee whose annual, regular, or special meetings you can attend.

A resource person and/or peers with whom you can discuss the readings.

Learning Experience III

No outside resources

Learning Experience IV

Required

An actual school situation in which, as part of your teaching duties, you can maintain an occupational advisory committee.

A resource person to assess your competency in maintaining an occupational advisory committee.

This module covers performance elements numbers 25–29 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for maintaining a newly organized or reorganized occupational advisory committee.

You will be reading the information sheet, Maintaining a Newly Organized or Reorganized Occupational Advisory Committee, pp. 6–13.

You may wish to read the supplementary references, *The Advisory Committee and Vocational Education*, pp. 32–46; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation*.

You may wish to discuss the procedures for maintaining an occupational advisory committee with a vocational teacher, a school administrator, and/or the chairperson of an advisory committee.

You may wish to attend one or more of the initial meetings of a newly organized or reorganized occupational advisory committee.

You will be demonstrating knowledge of the procedures for maintaining a newly organized or reorganized occupational advisory committee by completing the Self-Check, pp. 14–16.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.

Activity

For information on planning and conducting the first meetings, developing rules of operation, and preparing an annual program of work for a newly organized or reorganized occupational advisory committee, read the following information sheet:

MAINTAINING A NEWLY ORGANIZED OR REORGANIZED OCCUPATIONAL ADVISORY COMMITTEE

Once the procedures for organizing an occupational advisory committee have been completed and the committee members appointed by the board of education or board of trustees, steps must be taken to ensure that the advisory committee will **begin to operate** and **continue to operate** effectively. The teacher has a critical role to play in assisting the new advisory committee members as they begin to function as a committee. The teacher is the facilitator, the person who supplies the leadership to guide the committee through its initial stages of operation. The quality of this initial leadership is critical; it will determine whether the advisory committee will function as an effective and continuing committee.

First Meeting

The first meeting of a newly organized or reorganized occupational advisory committee is perhaps the most important. This meeting establishes a climate for the successful operation of the advisory committee. During this meeting, the committee members will form initial attitudes about the potential effectiveness of the advisory committee, and feelings concerning their role as committee members.

The teacher should assume the leadership role for planning and conducting the first meeting. The meeting must be well planned and conducted in a businesslike manner. Procedures found to be most often associated with the formation of effective advisory committees should serve as a guide to the teacher.

The agenda for the first meeting should be carefully planned by the teacher and reviewed with the school administration. The meeting should be scheduled to last not more than one and one-half hours. The starting and ending times should be closely observed by the teacher.

The **objectives** of the first meeting need to be identified, and an **agenda** prepared that will accomplish the objectives. Usually, the first meeting is designed to—

- provide an opportunity for the members and any ex officio members to become acquainted with each other
- demonstrate that the school administration recognizes the importance of the committee, and is committed to support the committee
- establish a procedure for the committee members to develop rules and regulations which will serve as a guide for continuing operation of the committee
- review the history of the occupational education program and its present role in the school system
- assist the committee members with identifying the need for an annual program of work for the committee
- establish a time, place, and date for the next meeting to be held at the earliest appropriate date

Sample 1 is an example of a basic agenda for such a meeting.

SAMPLE 1

AGENDA

ADVISORY COMMITTEE MEETING
TENTATIVE AGENDA

I. Opening remarks (teacher)

II. Introduction of those present

III. Remarks (school administrator and/or board president)
- importance of the work of the committee

IV. Presentation (teacher)
- the school's occupational program

V. Discussion
- need for rules and regulations
- developing the committee's working rules and regulations
- appointment of rules committee

VI. Discussion
- the committee's program of work for the year
- suggested major tasks

VII. Discussion
- agenda for the next meeting
- time and place of the meeting

VIII. Refreshments

After the agenda has been tentatively outlined, the teacher will need to prepare for the meeting. The time, place, and date for the meeting must be determined. From the topics identified in the tentative agenda, the teacher will be able to determine the guests to be invited. Each person to be invited should be contacted by the teacher to ascertain which of two possible dates selected by the teacher would be most appropriate for scheduling the first meeting. The teacher should be sure the facilities in which the meeting is to be held are available for the dates selected.

The teacher's classroom or a room near the laboratory are recommended locations for the advisory committee meetings. Meeting in these locations will help members of the advisory committee feel more involved with the occupational program, and will help them see the school resources available for delivery of the program.

Once the time, place, and date for the first meeting are determined, the teacher should send invitations to each member, ex officio member, and guest. A copy of the tentative agenda should be included with the notice. A notice of the forthcoming meeting may be prepared and submitted to the school administrator for approval for release to the news media.

Arrangements need to be made through the school administration to confirm the scheduling of the facilities for the meeting, and to alert the school custodial staff. A large table with comfortable chairs around it is appropriate for an advisory committee meeting. A place should be identified

for each person who will attend the meeting by placing a **name card** on the table in front of each chair. The name cards will allow each participant to easily identify those they do not know. In addition, each member and ex officio member should be given the following items.

- a pad of paper and pencil
- a copy of the meeting agenda
- a list of advisory committee members and ex officio members with their addresses and telephone numbers
- a copy of the advisory committee "charter" and organizational procedures as previously approved by the board of education or board of trustees
- a new file folder with a label attached containing the name of the individual, the name of the occupational advisory committee, and the name of the school
- ash trays, if smoking is permitted

The teacher should arrive early and greet each new member on arrival, introducing each person to the others present. Whenever possible, the teacher should comment on the place of business of the member, or give other information which would explain why this person was invited.

The teacher should arrange to have space set aside in a file drawer for use by the advisory committee. Records (minutes) of the committee meetings, extra copies of materials, and correspondence can be stored in the file. A folder should be placed in the file for each committee member, because individual members may wish to leave their materials at the school.

Arrangements for refreshments should be considered. Generally, the school provides refreshments for at least the first meeting. However, the members of the advisory committee might desire to rotate the responsibility for providing refreshments among themselves, or might even appoint an ad hoc subcommittee for this purpose. The teacher once more should assist the advisory committee, if necessary, by providing access to the school's coffeepot, silverware, and the like.

An important part of the first meeting and subsequent meetings may be the informal discussions which occur during the refreshment period after the formal meeting is adjourned. Thus, it is important that the meeting start and stop on time, to leave time for this informal discussion in which committee members, who must work as a team, can become acquainted.

The teacher should serve as the temporary chairperson for the first meeting. The committee members need to become better acquainted and make plans to develop a set of rules of operation before the permanent chairperson is elected from the membership. Also, a temporary secretary will need to be appointed to serve during the first two meetings. It is appropriate to ask a committee member to serve as temporary secretary; often a member is asked to perform this task before the first meeting. The chairperson should summarize the results of the meeting and the plans for future meetings.

Second Meeting

A well-planned, professionally conducted first meeting will set the stage for a productive second meeting. The first meeting should have concluded with plans for a set of rules for the operation of the committee, and for an annual program of work for the committee. The second meeting provides the teacher with the opportunity to begin transferring leadership to the committee members. This is the meeting during which the committee starts to become operational.

The teacher must again prepare for the second meeting in much the same manner as for the first. This time, the teacher should meet with the ad hoc committee (a committee appointed for a particular purpose or circumstance) appointed to develop a set of rules for committee operation. The teacher should be prepared to suggest an area of concern for the committee to begin studying.

Usually, the ad hoc committee will have developed a proposed set of rules to be considered at the second meeting. A copy of the proposed rules should be included when the notice of the meeting and agenda are mailed to members. This will allow the committee members to do their "homework" before coming to the meeting. Sample 2 is an example of rules for the operation of an advisory committee.

The objectives for the second meeting need to be reflected in the proposed agenda. The following items are usually appropriate:

- Review the accomplishments of the first meeting.
- Adopt a set of rules for the operation of the committee which will be forwarded to the school administration for review and approval by the board of education.
- Appoint an ad hoc committee to prepare a slate of candidates for any positions identified in the rules for committee operation.
- Begin developing the first annual program of work for the committee by appointing an ad hoc committee.
- Identify one area of concern which the committee members will accept as their initial task (e.g., the selection of training stations for the cooperative program, or the need for additional space or equipment for the vocational program).
- Set a time, place, and date for the next meeting; the next meeting should probably be held in about a month.
- Provide a second opportunity for the members to become better acquainted.

SAMPLE 2

RULES FOR OPERATION

RULES AND REGULATIONS
VOCATIONAL ADVISORY COMMITTEE

I. Officers

The officers will consist of a chairperson, vice-chairperson, and recording secretary. These officers will be elected annually at the first regular meeting of the committee, and will serve for a one-year term. Officers may be reelected.

II. Subcommittees

A. The elected officers, and the instructor who serves as an ex officio member, will constitute the executive committee.

B. Other subcommittees may be established and discharged by a majority vote of the advisory committee members.

1. Subcommittees may be continuous or ad hoc in nature depending upon needs.
2. Each subcommittee may elect its own chairperson and secretary when these positions are not specified by the advisory committee or chairperson.
3. The activity of the subcommittee will be specified by the advisory committee.
4. Subcommittee size will be determined by its function. Membership may include persons not on the advisory committee, such as students, citizens, and school employees. At least one member of the subcommittee will also be a member of the advisory committee.
5. Subcommittees will report regularly to the advisory committee.

III. Program

A. The advisory committee will plan and operate under an annual program of work. Topics, goals, and activities will be included in the plan.

B. A program of work for the ensuing year will be discussed at the first regular meeting of the advisory committee each year.

C. Proposals by members and others will be considered by the executive committee. The executive committee will formulate the annual program of work to be presented to the advisory committee at the first regular meeting.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least ____ meetings will be held each year.

C. Special meetings may be called or regular meetings cancelled by action of the executive committee.

D. The executive committee (and/or chairperson) in consultation with the teacher will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Parliamentary procedure will be used when a decision of the advisory committee is to be recorded or transmitted. Otherwise, discussion leading toward consensus of the members will be the prevailing procedure used at meetings.

G. A quorum will consist of a majority of the officially appointed members of the advisory committee.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory committee discussions, and serve on subcommittees when requested.

B. Each member is expected to carefully study any problems which come before the advisory committee before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow committee members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory committee as a whole may be discussed, within the policies approved by the board of education.

VI. Loss of Membership

Any member who is absent from three consecutive regularly scheduled meetings without good reason will be considered to have resigned from the advisory committee, and the advisory committee will notify the board of education (trustees) in writing.

VII. Use of Consultants

The advisory committee may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory committee, and subsequent approval by the board of education.

Third Meeting

By the third meeting of the advisory committee, the transfer of leadership from the teacher to the committee should be complete. The committee should elect its officers, as specified in the approved rules of operation. After the meeting, the teacher's role shifts from chairperson to consultant. However, the teacher will continue to serve as a facilitator, a key person in maintaining the smooth functioning of the committee.

The third meeting will generally focus upon developing a long-range annual program of work (see Sample 3), and the committee will begin to work on the initial task identified at the previous meeting.

The teacher will also need to provide leadership in developing the first annual program of work. Once the committee becomes operational, the executive group will generally propose an annual program of work to the committee at the first meeting of each year.

The teacher will need to work with the ad hoc committee appointed to develop the first program of work. The ad hoc committee will need special assistance during this initial effort.

During the first year of operation, the members of the advisory committee will need to develop an adequate level of awareness and understanding regarding the school system and the role of the occupational program. The initial program of work may be designed to provide the advisory committee with a base for identifying both a process which can be followed each year, and the appropriate areas of concern to be given attention during this and subsequent years.

The advisory committee members must know and understand the goals and objectives of the instructional program. The committee will need to know what is being done and how well these goals and objectives are being met. The committee will then be in a position to review the existing situation and identify areas which deserve more in-depth study. The committee may be able to rank the areas of concern in order of importance as a guide for the use of their time.

Once the areas of concern have been identified, the committee will be in a position to plan ways and means for approaching the problems. Generally the committee will be seeking answers to the following types of questions.

- Where are we now? What is the situation?
- Where should we be? What should be our goals and objectives for this part of the instructional program?
- What information do we need about the present situation? What information do we need to project the future?
- What can be accomplished within the limits of existing resources?
- What can be done under the present school policies?
- What should we recommend to the teacher, to the administrator, and to the board of education (trustees)?
- How much of the supporting information gathered is to be transmitted to the board?

The first year's program of work should ensure the development of a sound base of knowledge among the committee members. One or more specific concerns should be identified for committee action. The concerns selected for attention should provide an opportunity for accomplishment during the first year. If the committee receives positive feedback and can see that it has accomplished something, it will be much easier to maintain enthusiasm among the members.

SAMPLE 3

PROGRAM OF WORK

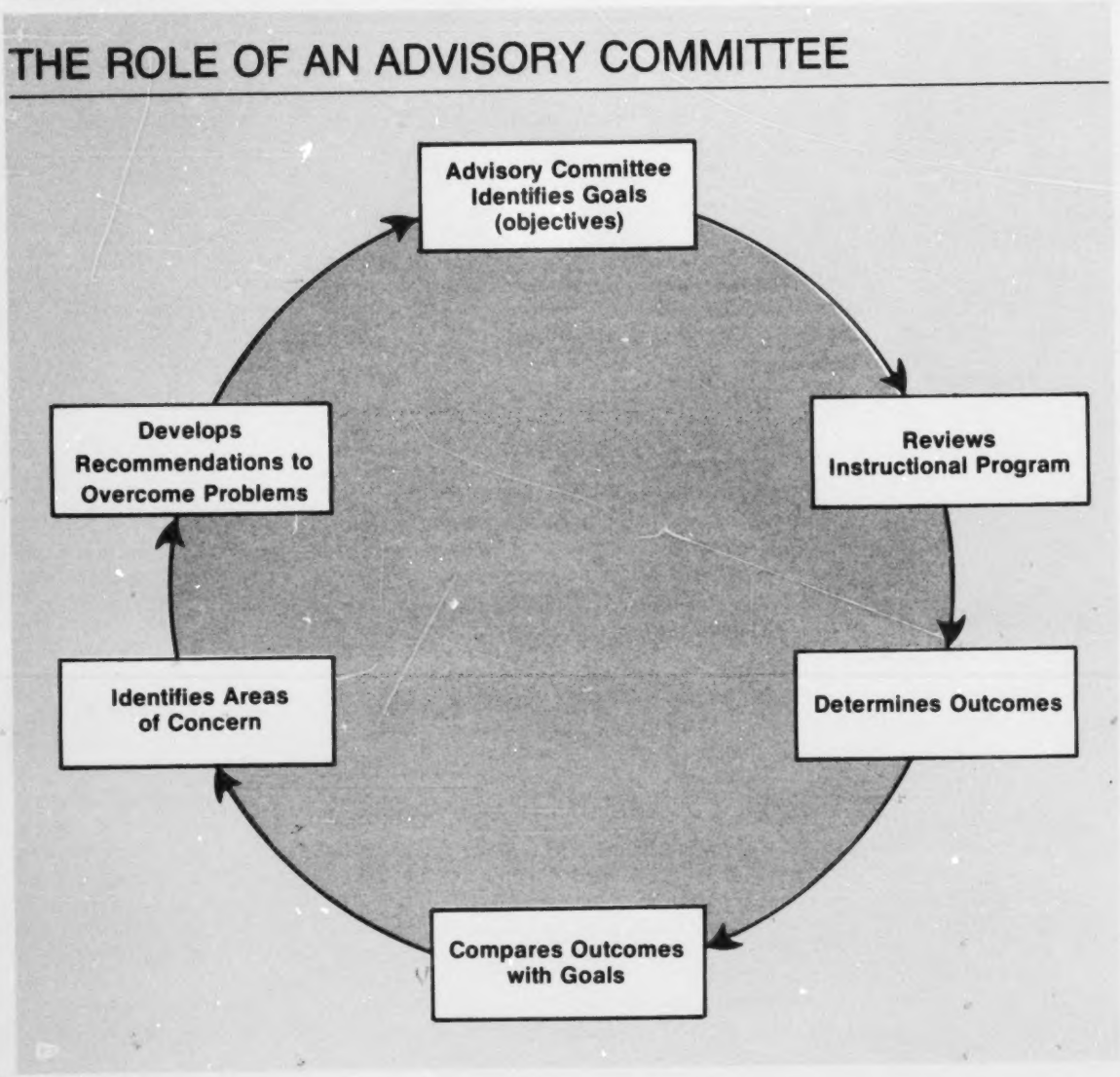
FIRST YEAR PROGRAM OF WORK

Objectives	Activities	Date
A. The committee will become organized to function on a continuing basis.	1. Develop rules for operating the committee.	Sept.–Oct.
	2. Elect officers.	Sept.–Oct.
B. The members of the committee will become familiar with the instructional program.	1. Identify the existing goals of the program.	Sept.–Nov.
	2. Review the parts of the program: a. classroom/lab instruction b. work experience c. student vocational organization d. adult education e. teacher professional development	Sept.–Dec.
	3. Evaluate the outcomes of the program in relation to the goals.	Dec.–Jan.
C. The committee will assist with the development of short- and long-range goals for the program.	1. Determine long-range employment trends.	Nov.–Dec.
	2. Identify anticipated technological changes.	Nov.–Dec.
	3. Prepare a statement of goals for the program for the next five years.	Jan.
D. The committee will identify areas of concern.	1. Identify potential problem areas by comparing long-range goals with outcomes of the present programs.	Feb.–Nov.
	2. Identify existing problem areas with the assistance of the teacher.	
	3. Select one or more areas of concern, examine the problems, and make recommendations to the board of education (trustees).	Nov.–June

Special problem areas may be identified early in the life of the committee. Attention may be focused upon studying these areas of concern as soon as the committee is organized. However, the committee must develop an understanding of the goals of the occupational program and the delivery system of the total program, if intelligent decisions are to result.

The role of the advisory committee can be viewed as a cyclic review and evaluation process as illustrated in Figure 1. This process applies to the program in its totality, as well as to each problem area selected for study. The advisory committee will become a continuing committee, constantly evaluating and reevaluating both the program and the decisions made by the committee.

FIGURE 1


THE ROLE OF AN ADVISORY COMMITTEE
Advisory Committee Identifies Goals (objectives)
Reviews Instructional Program
Determines Outcomes
Compares Outcomes with Goals
Identifies Areas of Concern
Develops Recommendations to Overcome Problems

Optional Activity

For further information on procedures for maintaining an occupational advisory committee, you may read *The Advisory Committee and Vocational Education*, pp. 32–46; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation.*

You may wish to arrange through your resource person to meet with a teacher, a school administrator, or an advisory committee chairperson experienced in maintaining a newly organized occupational advisory committee to discuss procedures he or she uses and problems encountered. In this discussion, you could ask to see copies of agendas and annual programs of work, and discuss the areas of concern past committees have identified.

You may wish to attend one or more of the initial meetings of a newly organized or reorganized occupational advisory committee. Pay particular attention to the teacher's leadership role, and (if you attend the first three meetings) the way in which he/she transfers responsibility to the committee.

The following items check your comprehension of the material in the information sheet, Maintaining a Newly Organized or Reorganized Occupational Advisory Committee, pp. 6–13. Each of the four items requires a short essay-type response or the development of an agenda. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. You are in a good mood today. The board of education has authorized your occupational advisory committee, and has approved the statement of organizational procedures. But look out, here comes Bjorn Synic, one of your teaching colleagues. Mr. Synic immediately starts telling you that you are foolish to have asked for an advisory committee. "Advisory committees mean more work for you," according to your colleague. This person continues by telling you that you will never have enough time to keep the advisory committee going. How can you ever find time to plan the agendas for each meeting, conduct the meetings, and more important, find things to do that will keep the committee busy. Your "friend" concludes this monologue by predicting that you will be lucky if you can find time to hold more than one advisory committee meeting during the year.

   Of course, you do not attempt to change the opinions of your colleague at that point in time. However, if you could get this person's attention, what would you say regarding—

   a. the leadership role of the teacher in working with an occupational advisory committee?

b. procedures you intend to follow in order to help the new occupational advisory committee become relatively self-sufficient, thus lightening your leadership role?

2. The day has finally arrived. Tonight the first meeting of the new occupational advisory committee will be held. Outline the agenda you have prepared for their first meeting.

3. The first meeting was a success, and the members of the advisory committee have decided to meet again in two weeks. Outline an agenda for this second meeting.

4. Generally, things are going well with the advisory committee, though there is some disagreement among the members as to what the annual program of work should be. The third committee meeting is scheduled to take place in three weeks. Outline an agenda for this third meeting.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the **major** points.

MODEL ANSWERS

1. a. Yes, the teacher will be busy during the initial phases of the establishment of an occupational advisory committee. But, once the advisory committee becomes operational, the teacher's level of involvement will be reduced.

   The teacher will need to assume the major leadership role for a newly appointed committee. The committee members will be looking to the school for initial leadership. The teacher will transfer the major leadership responsibilities to the members of the committee on a systematic basis as the committee matures. The teacher's role shifts to that of a facilitator (a helper, consultant, advisor, and communications link between the committee and the school) as the advisory committee members assume more responsibility for their leadership.

   b. You would probably describe the steps you will take during the first three meetings to help the committee members assume leadership responsibilities for the continuing operation of the advisory committee.

   The teacher assumes leadership for planning and conducting the first meeting; the committee members are not prepared to do this. One result of the first meeting will be the appointment of an ad hoc committee to develop a set of rules for the operation of the advisory committee. Once the rules of operation are adopted, the committee will be able to elect officers and will have guidelines to ensure continuing operation of the committee.

   At the second meeting, the teacher will again be responsible for planning and chairing the meeting. The rules of operation will be approved by the members. An ad hoc committee will be appointed to prepare a slate of candidates for the officers of the committee. Another ad hoc committee will be appointed to begin developing an annual program of work.

   The third meeting is probably the last meeting the teacher will plan and chair. At this meeting, the members of the committee should elect their officers and adopt their annual program of work. Now, there are officers—members of the committee—who will assume the responsibility for the leadership of the committee. And, the committee has a program of work which will serve as a guide for the committee officers as they plan future meetings of the advisory committee.

2. **Agenda for the First Meeting**
   - Introductions
     (The teacher assumes this responsibility as the temporary chairperson. This is a good time to distribute copies of the agenda, charter, statement of organizational procedures, etc.)
   - Appointment of a temporary secretary
   - Remarks from the president of the board of education (trustees) or school administrator
     (The president can give the board charge to the committee and briefly explain the "Charter" and statement of organizational procedures.)
   - Remarks from the superintendent of schools, principal, or dean
     (This person can tell the advisory committee members how they may help the school.)
   - Explanation of the advisory committee concept
     (The teacher can **briefly** describe the role of an occupational advisory committee, and give examples of what other such committees have done.)
   - Steps to be taken in establishing an operating structure
     (The teacher can explain the need for a set of rules of operation, and appoint an ad hoc committee to develop a proposed set of rules to be considered at the next meeting. Sample rules can be distributed.)
   - Planning the next meeting
     (The teacher should be sure the committee members set a date, time, and place for the next meeting. The teacher can remind the members that the rules for operation will be

on the agenda, and that the committee will need to begin developing an annual program of work.)

- Adjournment and refreshments

3. **Agenda for the Second Meeting**
   - Call to order
     (The teacher is still the acting chairperson)
   - Roll call
     (By the temporary secretary.)
   - Reading of the minutes of the first meeting
   - Report of the ad hoc committee for developing rules of operation
     (The teacher should ensure adequate discussion occurs so that all members understand the proposal. A formal vote should be taken to accept the proposed rules, or the rules as revised by the committee as a whole.)
   - Making plans for the development of a program of work
     (The teacher should lead the discussion to identify possible goals of the committee for the first year.)
   - Appointment of committees
     (The teacher will need to appoint an ad hoc committee to prepare a slate of candidates for the officers positions, and an ad hoc committee to develop a proposed annual program of work.)
   - Identification of an area of concern to study
     (The teacher should be prepared to suggest a topic for the committee to begin examining. The teacher should have needed information ready to present to the committee.)
   - Plans for the next meeting
     (The teacher should ensure that the members of the committee set a date, time, and place for the next meeting. The teacher may wish to remind the members that the election of officers, and the approval of the annual program of work, and continuation of the study of the problem will be items on the next meeting agenda.)
   - Adjournment and refreshments
     (The teacher should make arrangements to meet with the ad hoc committees before the members leave the meeting.)

4. **Agenda for the Third Meeting**
   - Call to order
     (The teacher will serve as chairperson, probably for the last time.)
   - Roll call
     (By the temporary secretary.)
   - Reading of the minutes from the previous meeting
   - Election of permanent officers
     (The ad hoc nominating committee will give its report, and the members should take appropriate action to elect officers.)
   - Planning the annual program of work
     (The ad hoc committee for planning the annual program of work will give its report, and the members will take appropriate action to approve an annual program of work.)
   - Implementing the program of work
     (The committee should then identify areas of concern to be studied, and identify plans for tackling the problems. The annual program of work will serve as a guide.)
   - Continue study of area of concern identified at previous meeting
     (The teacher should be prepared to assist the committee to continue the study of this problem area.)
   - Plans for the next meeting
     (The teacher should ensure that the members set a time, date, and place for the next meeting. And, the teacher should make arrangements to have the permanent officers (if elected) take over the leadership role at the next meeting. The teacher may wish to remind the committee that the agenda of the next meeting will include the implementation of the planned program of work, and the study of the items selected by the committee.)
   - Adjournment and refreshments

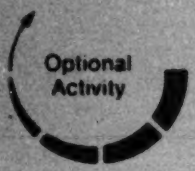
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Maintaining a Newly Organized or Reorganized Occupational Advisory Committee, pp. 6–13, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for maintaining an existing occupational advisory committee.

You will be reading the information sheet, Maintaining an Existing Occupational Advisory Committee, pp. 21–25.



You may wish to read the supplementary information sheet, Functions of an Advisory Committee, pp. 25–28.

You may wish to discuss the procedures for maintaining an existing advisory committee with a vocational teacher, school administrator, and/or advisory committee chairperson.

You may wish to attend a meeting of an occupational advisory committee.

You may wish to meet with your resource person and/or peers to further discuss the information in the reading(s).

You will be demonstrating knowledge of the procedures for maintaining an existing occupational advisory committee by completing the Self-Check, pp. 28–30.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 31.

Activity

For information on planning the annual program of work, and planning and conducting meetings for an existing occupational advisory committee, read the following information sheet:

MAINTAINING AN EXISTING OCCUPATIONAL ADVISORY COMMITTEE

A functioning advisory committee will have a planned turnover of membership, and a change in officers on a periodic basis. New members and new officers must receive orientation to the role of, and procedures followed by, the advisory committee. An advisory committee **handbook** or **manual** is one effective technique to use in orienting new members and officers to their role and function. This handbook would contain a statement of the school's philosophy, the purpose of the vocational program, and the advisory committee's charter, organizational statement, operating rules, and list of members.

In addition, the handbook should briefly describe the role and functions of the occupational advisory committee, the members, and the officers. The handbook will probably need to be revised occasionally as the committee matures and experience is gained. While the content of the handbook will largely be the work of the committee, the teacher probably will need to assume responsibility for its actual production.

Planning the Annual Program of Work

An occupational advisory committee cannot accomplish in one year all the goals and activities that may be identified. In addition, special issues develop each year which may require the attention of the advisory committee. It is essential for an advisory committee to identify its goals and develop plans for accomplishing those goals over an extended period of time.

Long-range planning covering several years will help the advisory committee coordinate its yearly activities. The major long-range goal should be to seek continued improvement of the occupational education program. Such an effort requires a systematic and continuous program of assistance to the school and an ongoing evaluation of all major program activities. Aspects of the program which can be considered include: goals of the occupational education program, course content, placement for work experience, facilities and equipment, placement and follow-up of graduates, student vocational organizations, adult education, finances, community needs, and long-range program plans.

An effective occupational advisory committee will develop an annual program of work which reflects the committee's long-range plans. This plan of work for the year provides a guide for the allocation of the committee's time and resources. And, the annual program of work provides a bench mark for the committee to use when evaluating the year's accomplishments.

An **annual plan of work** will include selected components of the **long-range plan** as well as **special issues** to be considered during the current year. Not all special issues will be known at the time the annual plan is adopted. Problems and concerns identified during the year should be brought to the attention of the committee through items of business placed on the meeting agendas.

Occupational advisory committees can identify specific activities in which they desire to participate every year. Examples of these **recurring activities** include—

- planning an annual program of work
- participating in the annual parent-student banquet sponsored by the student vocational organization
- assisting with the selection of outstanding students
- publicly recognizing outstanding students
- assisting with the placement of students for work experience
- assisting with field trips
- assisting the teacher with the adult education program

- reviewing the equipment list
- submitting an annual report to the board of education (trustees)

The teacher plays a key role in helping the advisory committee members plan their annual program of work. The teacher should meet with the committee chairperson and help draft an annual program of work. The long-range plan, minutes of committee meetings, and any annual reports of the committee's activities can serve as useful guides when drafting the annual program of work.

The advisory committee chairperson can call a meeting of the executive committee for the purpose of reviewing the draft of the annual program of work. The proposed annual plan, approved by the executive committee, can then be presented to the advisory committee for adoption by the committee as a whole at the first meeting of the committee's fiscal year. The adopted program of work will become the guide for planning the agendas of the meetings of the advisory committee during the current year.

An occupational advisory committee annual program of work might include the items in Sample 4.

SAMPLE 4

ANNUAL PROGRAM OF WORK

Objectives	Activities	Dates
A. Maintain the advisory committee.	1. Elect officers.	Sept.
	2. Adopt an annual program of work.	Sept.
	3. Submit an annual program of work for the following year.	June
B. Ensure the instructional program is relevant and up to date.	1. Review the course of study.	Oct.–May
	2. Establish acceptable standards for work performed by students.	
	3. Review the equipment list.	
C. Assist the teacher.	1. Help identify work experience opportunities.	July–August
	2. Assist with field trip arrangements.	Sept.–May
	3. Help place graduates for initial employment.	May–June
	4. Review applications for student vocational organization awards.	March
	5. Help plan adult education evening classes.	Sept. and January

Planning and Conducting Meetings

Meetings of an occupational advisory committee can be classified as either annual, regular, or special. The **annual meeting** is the first meeting of the advisory committee each year, usually in September. This is when the advisory committee prepares for the year's work: officers are elected; last year's accomplishments are reviewed; a plan of work for the current year is adopted; and the dates, times, and places of the regular meetings are established for the remainder of the year.

The **regular meetings** are designed to carry out the annual program of work. The number of regular meetings may vary according to need, but as a general rule the advisory committee should convene at least four times during the year—once every three months. A properly prepared annual program of work will ensure that a need exists for calling each regular meeting.

Special meetings of an advisory committee are generally called when an unanticipated need arises, or when the members deem it necessary to meet more frequently than originally planned in order to complete the program of work. Special meetings should be called only when a real need exists.

The "rules of operation," or bylaws, adopted by the advisory committee should specify who is responsible for calling the advisory committee meetings. Usually the annual meeting and the regular meetings are called by the chairperson, but only after consultation with the other members of the executive committee.

The ultimate responsibility for planning each advisory committee meeting rests with the chairperson. The teacher, however, should confer with the chairperson in advance of the meeting to discuss a proposed agenda for the meeting. Minutes

of previous meetings and the annual program of work can be reviewed to identify items which should be included in the agenda. Special arrangements should be considered, such as inviting resource persons to attend or arranging to have background information for an item duplicated for each member.

Once the tentative agenda has been prepared by the chairperson, the rules of operation will often specify that the executive committee should review and accept the proposed agenda. In many situations, the executive committee may merely authorize the chairperson to prepare an agenda.

An advisory committee will at some point need to obtain information from resource people; the committee members cannot be expected to know everything. A resource person may be able to give the committee an insight into the strengths and weaknesses of the work experience phase of the program. A staff member from the employment security office can explain the role of that agency in securing jobs for graduates. Recent graduates of the educational program are sources of valuable inputs regarding the strengths and weaknesses of the instructional program.[1]

All advisory committee meetings should be conducted in a businesslike manner. Upon authorization from the committee chairperson, the teacher can mail notices of the meeting to the members and guests. A notice may be given to the school administration for transmittal to the news media. The first notice can be mailed about four weeks prior to the meeting date, along with a copy of the proposed agenda and any materials which the committee members should study in advance of the meeting.

It may be desirable to mail a follow-up notice approximately one week prior to the meeting date. Some teachers find a phone call reminder to the committee members on the day before the scheduled meeting to be very effective. This reminder notice and/or phone call can help ensure the largest possible attendance at the meeting.

The teacher should arrange for the meeting facilities through administrative channels. (See pp. 7–8 for a discussion of arrangements for facilities, seating, file space, refreshments, etc., for advisory committee meetings.) The committee chairperson, not the teacher, is responsible for actually conducting the advisory committee meetings. The ability of different chairpersons will vary. The executive committee has a duty to assist each chairperson to ensure that the meetings are run effectively. The chairperson will have had an op-

1. To gain skill in using resource persons, you may wish to refer to Module C–20, *Use Subject Matter Experts to Present Information.*

portunity to discuss the agenda with the teacher, and possibly with other executive committee members, prior to the meeting. The chairperson will feel more comfortable having had prior inputs from these members of the committee.

It is recommended that the recording secretary for the committee be elected from among the citizen members. In some situations, it may be appropriate for the teacher to serve as the committee secretary. Regardless of who serves as secretary, the teacher is in a position to utilize the resources of the school for typing, duplicating, distributing, and filing materials for the committee. The citizen members of the committee usually do not have access to these kinds of services.

Each meeting of the advisory committee should follow an approved format of activities. This format can be reflected in the way in which the agenda is organized (see Sample 5)

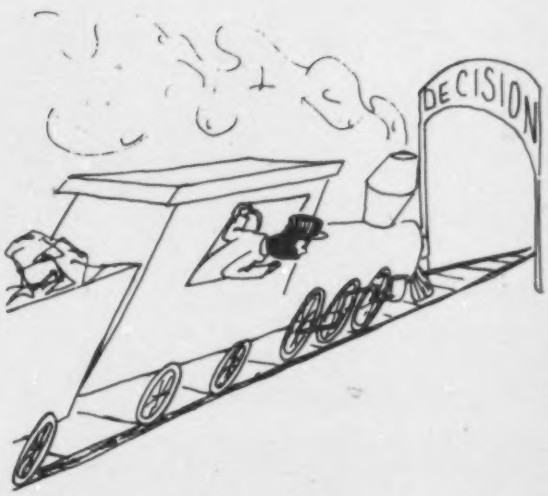
SAMPLE 5

AGENDA FORMAT

1. Call meeting to order (committee chairperson).
2. Take roll of members and guests present.
3. Read and accept minutes of previous meeting.
4. Review proposed agenda and accept additions or other changes.
5. Consider routine business matters such as announcements or reports.
6. Consider items of business most easily disposed of.
7. Consider major items of business, such as special items and program of work activities.
8. Plan for the next meeting.
9. Adjourn meeting.
10. Serve refreshments.

Occupational advisory committee meetings are usually conducted in an informal, but controlled, atmosphere. Discussion should be open and free, but parliamentary procedures should be followed whenever official action is taken. The members of advisory committees tend to function more effectively when the chairperson is able to lead the group in reaching consensus through business-like discussion.

Strict adherence to parliamentary procedures may make the citizen members feel uncomfortable, and result in less than effective committee meetings. In some situations in which committee members are not experienced in committee work, the teacher may have to take the initiative in helping the group formulate and reach decisions. This should be done, of course, without pressure or "railroading" tactics.



Communication between the occupational advisory committee, school administration (superintendent of schools, principal, department chairperson, dean, director of occupational education), and the teacher should be continuing and two-way. The advisory committee should submit a copy of the minutes of each meeting to the board of education (trustees), through proper administrative channels. The advisory committee may occasionally desire to prepare special communications to the board; one such communication might be an annual report of activities and accomplishments of the advisory committee, if the committee decides to undertake this task.

The advisory committee should follow the channels for communication established by the school system. Generally, the advisory committee will transmit all communications to the board of education through the school administration (e.g., to the department chairperson, to the principal, to the superintendent, to the board of education). Official communications should be signed by the secretary and/or chairperson of the advisory committee. The minutes of each advisory committee meeting should, of course, be signed by the committee secretary.

If you would like to review some of the ways an occupational advisory committee can be of assistance to you as a vocational teacher, you may read the following supplementary information sheet:

FUNCTIONS OF AN ADVISORY COMMITTEE

The activities of most successful advisory committees are centered around the functions of occupational/community surveys, course content advisement, student placement, community public relations, equipment and facilities, program staffing, program review, and community resources. Each of these eight functions and related activities with which advisory committees might aid you is discussed under the appropriate heading.

Community Surveys

A solid rationale for "why" a school should offer a particular program, and "what" should be included in the program, is essential for the successful institution of the program. Advisory committees can play a major role in the planning and analysis of surveys which attempt to define program needs. The actual survey is usually conducted by vocational education personnel with the support of the advisory committee.

A major focus of a community survey is on questions relating to the job market, especially in determining the short- and long-term manpower needs in relevant labor markets. When discussing the community survey design, the committee should first attempt to identify the major questions to be answered. These questions should aid in making decisions for establishing, updating, expanding, or discontinuing the program. Surveys are generally designed to obtain the following kinds of information.

- the number of people in a geographic area currently employed in a given occupation, the number currently needed, and the projected number for a set number of years (usually five years)
- the occupation(s) in greatest demand
- the jobs within an occupation for which training is needed
- the interest of young people and adults in training for selected occupations
- the need for supplemental training for people already employed
- the number of graduates from school occupational programs who might be accepted for employment in a community
- new areas in which training should be developed
- recommendations on the vocational programs to be expanded, discontinued, or established

When the advisory committee meets to review

and discuss the data from the survey, several topics need to be thoroughly discussed. First, what general trends are noticeable in the data? Secondly, does the data provide accurate and adequate information for making the necessary decisions? Thirdly, how can the data be presented so they are readily and factually interpretable? The interpretation and summarization of survey results are important advisory committee activities.

Although projected occupational demand is a major consideration for establishing new programs, it is not the only consideration. A community survey usually contains additional factors, such as student abilities, community financial resources, population trends, and attitudes of parents toward the proposed program, which may be considered essential. The community survey focuses on questions addressed to students, parents, and businesspeople. Information from these sources complements manpower information, and provides comprehensive information for all parties served by the educational program.

Course Content Advisement

Providing advice on course content is one of the eight recognized functions of vocational advisory committees. The primary concern of the advisory committee in this area is the establishment of practices which will keep instruction practical and relevant. All phases of training should be reviewed periodically in order to keep the program occupationally oriented and up to date.

The advisory committee can engage in identifying occupational competencies, developing goal statements for the program, and reviewing the performance objectives of the program. Each of these activities centers around ensuring the technical relevancy of instruction. The advisory committee can also offer advice concerning the relevance of course content to students. For example, does the

course content provide the student with an entry-level job skill? Does it provide an adequate basis for further education?

In giving advice concerning course content, the advisory committee may examine the broader areas of—

- occupational information included in the course
- employability skills such as interviewing skills included in the course
- emphasis given to human relations skills
- provisions for disadvantaged or handicapped students
- the relationship of course content to other courses in the curriculum
- the level of skill development
- the inclusion of information on further education
- the emphasis given to developing respect for tools/equipment/facilities
- evaluation of the students' experience in the course

The type of advice concerning course content provided by the committee or requested by the teacher should reflect the goals of the program. If the program goals are designed to provide for the total education of the student, the advisory committee can provide valuable input for developing a program to meet all the students' needs.

Student Placement

In a society where "accountability" in education has become increasingly important, student placement is frequently used as one measure of the success of the vocational program. There are a number of activities through which advisory committees can assist in placing students. These include—

- organizing employer/student conferences
- notifying teachers or the school placement office of job openings
- reviewing student follow-up studies
- coordinating placement services with the state employment service and vocational rehabilitation service
- employing co-op students and graduates

Community Public Relations

The public relations function of an advisory committee involves its assistance in keeping lines of communications open between your program and the community. The committee can help develop community awareness as well as stimulating the interest of other individuals in vocational education.

Some possible methods of effectively utilizing the advisory committee in public relations include—

- developing community awareness of the vocational facility and its equipment through an open house
- having members of the advisory committee and vocational education personnel speak to civic and service clubs in the community
- developing a format to promote vocational programs through the newspaper, radio, television, and other media
- establishing an awards program for outstanding students
- providing input at board meetings
- planning participation in public funding activities
- providing feedback to special populations in the local community such as the disadvantaged, handicapped, and minorities

Each of these is a critical activity which may have a significant impact on the way in which individuals in the community evaluate the quality of the vocational program.

Equipment and Facilities

A continuing problem in vocational education has been the obsolescence of equipment and facilities. Through the leadership and the team

efforts of vocational personnel and advisory committee members, quality equipment and facilities can usually be secured.

One of the most important functions of an advisory committee is its recommendations regarding equipment and facilities needed to provide students with the optimum learning environment. The best possible solution needs to be found to fully utilize the community and school resources.

The advisory committee can be involved with this important function through—

- reviewing present equipment and facilities
- surveying equipment currently in use by industry
- analyzing projected industrial trends in regard to equipment utilization
- suggesting replacement of equipment
- advising on bidding procedures
- seeking equipment donations

Program Staffing

The administrative function of hiring qualified instructional staff can be supported in several areas by an effective advisory committee. Of course, all final decisions as to the recruitment policies, criteria for hiring, and the final selection of an individual still rest with the recognized administrative official.

The advisory committee can engage in the following types of program staffing activities.

- **Review teacher selection criteria.**—Items such as the quality and quantity of experience, educational requirements, teaching certification(s), references, and the compliance of criteria with recruitment or hiring practices are appropriate.
- **Suggest recruitment policy.**—Considerations might involve compliance with local contract, the availability of placement agencies, the services of placement agencies, and ethics relating to recruitment policies.
- **Recommend number and level of staff.**—This would be an especially important function for an advisory committee working with a new program or new vocational school.
- **Review teaching applicants and recommend potential candidates.**—The advisory committee should only be involved in this function to the degree requested by the administration.

Program Review

Program review is a critical function of an advisory committee. It is not the responsibility of an advisory committee to handle the complete evaluation of an educational program, but the committee's review can be a valuable aid in your program evaluations. Sometimes program review is the only function of an advisory committee. However, most people view it as an umbrella function which takes in several other committee functions such as course content advisement and public relations.

Specific program review activities may include—

- evaluating student performance
- comparing program accomplishments with program objectives
- making periodic reports to the administration or school board
- formulating recommendations for program improvement

Before the committee undertakes a program review, it should be told how the program review effort relates to other program evaluation efforts.[2] Secondly, the committee needs to review all current and past documents relating to program evaluation, especially previously written local reports. Thirdly, program goals must be exactly identified if they are not already written down in an acceptable form. Fourthly, a data-collection in-

strument which focuses on the specific questions being addressed may need to be developed. This may not be necessary if the data for answering the questions is already available in a report or can be obtained by interviewing selected people.

From this point, the committee may go through a series of sub-processes such as drafting a tentative report, reviewing the report, formulating a final report, and approving the final report. The writing of specific sections may be handled by a subcommittee of several members, with the rewrite and editing being handled by one person. The final draft is usually approved and signed by the committee chairperson and members. The final step involves presenting it to the official policy or decision-making body or person to whom it is addressed. The chairperson or members of the committee should be available to present and/or discuss the content to the groups reviewing the paper.

Community Resources

Most advisory committees attempt to identify community resources and to make them available in support of the vocational program. The advisory committee itself should be considered a community resource because of its assistance in providing course content advisement, reviewing the program, etc.

There are several functions advisory committees typically undertake in this area. Examples of these functions include the following activities.

- **Provide input for field trips.**—Field trips can be arranged through advisory committee contacts for both students and educators. Open discussion of the purpose of field trips illustrates how students, teachers, and business all can benefit in some way.
- **Recommend potential co-op or work experience stations.**—Depending on the purposes of the program, work experience may be arranged for a day, a week, or a semester. Many industries will sponsor work experience programs for teachers.
- **Identify personnel from business or industry.**—The committee can identify persons who can provide in-school instruction and counseling on a variety of subjects and current practices. These activities have proven to be highly beneficial to students in group sessions or individual sessions.
- **Assist in obtaining instructional materials.**—The committee can help identify and obtain materials used in industry and company training programs. Often teachers are invited to industrial training programs or seminars through advisory committee meetings.

2. To gain skill in program evaluation, you may wish to refer to Module A-11, *Evaluate Your Vocational Program.*

You may wish to arrange through your resource person to meet with a teacher, a school administrator, or an advisory committee chairperson experienced in maintaining an occupational advisory committee to discuss the problems involved in, and the procedures for, maintaining an existing occupational advisory committee. At this meeting, you could examine and discuss an advisory committee handbook or manual (if one exists), copies of an annual program of work, and the minutes of one or more of the meetings of an advisory committee.

You may wish to arrange through your resource person to attend an annual and/or regular and/or special meeting of an existing occupational advisory committee to observe the procedures followed and the teacher's role in the meetings.

You may wish to meet with your resource person and/or peers to further discuss the information in the reading(s). At this meeting, you could—

- share experiences any members of the group have had in working with advisory committees
- discuss further the specific assistance an advisory committee in your service area or occupational specialty could give you
- generate a list of resource persons who might be helpful to the advisory committee in performing its functions
- further define the teacher's responsibility in maintaining an advisory committee once it is operational

The following essay items check your comprehension of the material in the information sheet, Maintaining an Existing Occupational Advisory Committee, pp. 21–25. After reading the background information provided in part I, respond to the items in part II. Each of the three items requires a short essay-type response. Please explain fully, but briefly.

Self-Check

I. Background Information:

You have been at Grant High School for three years, and the occupational advisory committee has matured to a level where it is functioning effectively. For the past two years you have been helping the advisory committee accomplish its goals. A new chairperson has just been elected by the advisory committee—Terry Turner. Terry has asked you to review the role of the chairperson regarding the annual program of work, meeting agendas, and annual report.

II. Essay Items:

1. Terry asks you, "Why does the advisory committee need a long-range and annual program of work?" What would you say?

2. Terry wants to know how the agendas for each meeting are planned. How would you respond to this question?

3. Finally, Terry asks, "How do recommendations of the advisory committee come to the attention of the administration and board of education?"

Compare your written responses on part II of the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. You should explain that the advisory committee needs to know where it wants to go and how to get there. The committee needs a long-range program of work which will help the committee focus upon its task. The long-range program of work provides the basis for planning the annual program of work. This annual program of work will help the committee identify what it wants to do during the year. By planning, the committee can be assured that it will have adequate time and resources to accomplish these goals.
2. Terry will probably be glad to know that you will help prepare the meeting agenda. You and Terry will meet several weeks prior to the actual meeting. The annual program of work and minutes of previous meetings will help you identify items for the agenda. Usually, the executive committee will suggest that the chairperson approve the agenda, and that copies be distributed to the members in advance of the committee meeting.
3. There are official school channels through which the advisory committee communicates its recommendations to the administration and board of education. Copies of the minutes of each meeting (signed by the advisory committee, secretary, and/or chairperson) are normally submitted to the school administration and then transmitted through channels to the board of education. Other communications, such as an annual report of the activities and recommendations of the committee, may also be prepared and submitted.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Maintaining an Existing Occupational Advisory Committee, pp. 21–25, or check with your resource person if necessary.

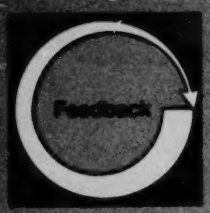
NOTES

Learning Experience III

OVERVIEW

Given a case study describing how a hypothetical teacher maintained an occupational advisory committee, critique the performance of that teacher.

You will be reading the Case Study, p. 34, and writing a critique of the performance of the teacher described.



You will be evaluating your competency in critiquing the teacher's performance in maintaining an occupational advisory committee by comparing your completed critique with the Model Critique, p. 35.

The following Case Study describes how one vocational teacher went about planning for and conducting the **second** meeting of a newly organized occupational advisory committee. Read the situation described, and **critique in writing** the way in which Mr. Rush prepared for and carried out his responsibilities for this second meeting. Note the strengths and weaknesses in his preparation and in his work with committee members.

CASE STUDY

Response to the formation of an advisory committee for Madden Rush's vocational program was enthusiastic. Mr. Rush was pleased that all the members who had been invited to serve on the advisory committee had accepted the invitation and had attended the first meeting.

It was now three weeks later, the day before the second meeting. Letters and an agenda had gone out to advisory committee members the previous week, and Mr. Rush had reminded members of the advisory meeting with a telephone call the night before. All members had again indicated they would be able to attend the Thursday meeting. The meeting was scheduled for 4:00 in the conference room of the Clearview Valley Administration building.

The ad hoc committee assigned to form operating rules, or bylaws, for the advisory committee had been unable to meet the previous week as two of the three members could not come. Therefore, the meeting was rescheduled for 3:30 on the day of the advisory committee meeting.

Mr. Rush had furnished the members of the advisory committee with a sample set of bylaws. He felt confident that the sample bylaws would be adopted simply as a matter of course and that this task could be easily accomplished in the 30 minutes before the scheduled meeting.

Mr. Rush's last class ended at 3:15, so this allowed time to reach the Clearview Valley Administration Building which was only five minutes driving time away. Mr. Rush left promptly at 3:20 with the slide/tape presentation on his vocational program, but traffic was heavy and he didn't get to the Administration Building until 3:35.

The ad hoc members of the rules committee had already arrived and evidently had been discussing a section of the bylaws which indicated the teacher would be an ex officio member of the advisory committee. There had evidently been some heated discussion between Mr. Al Wright and Ms. Susan Whilie on the bylaws. The other members of the committee began arriving about 3:45, and after greeting the ad hoc committee members, they joined in an informal discussion of the bylaws.

Noting that it was already 4:30 and the regular meeting had not begun, Mr. Rush suggested they begin their regular meeting. As chairman, he briefly reviewed the first meeting and explained that the ad hoc rules committee had met just before the meeting. He then suggested the committee chairperson, Mr. Wright, read the proposed bylaws with the changes agreed upon by the committee members. Mr. Wright read the bylaws in a monotone. The other members looked very bored, but some discussion did follow the reading.

Mr. Rush then appointed an ad hoc committee to prepare a slate of candidates for the advisory committee. After Mr. Rush explained the rationale for an advisory committee program of work, he suggested some areas in which the committee could assist. Discussion on the proposed content of the program of work followed.

Some members felt a community needs assessment was of primary importance, while others felt an in-depth evaluation of course content was more important. Another member suggested that they might be performing a greater service by assisting the teacher in student placement. An ad hoc committee was appointed to bring a proposed program of work before the group at the next meeting.

Noting that it was 5:30, Mr. Rush suggested they become more familiar with the vocational program by viewing the slide/tape presentation and visiting the laboratory. The slide/tape presentation lasted 20 minutes, and there were some questions on the presentation. At 6:00 the members left the Administration Building to view the vocational laboratories in the Clearview High School. The meeting broke up about 6:30.

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Rush did an effective job of notifying his advisory committee members by letter and with a follow-up telephone call. He included an agenda for the meeting, which was helpful. However including a copy of the proposed bylaws would have shortened the meeting so their time together could have been more productive. Rescheduling the ad hoc rules committee meeting on a day **before** the regular meeting would have made this possible.

It would have been better if Mr. Rush had arrived before his committee members. In this way, he could have had the room set up with pencils, pads, and other necessary materials. He would have also been able to greet each of his committee members.

His selection of a slide/tape presentation describing his program was a good choice to use with a new advisory committee. However, it might have been more effective to give the committee members this orientation to the program and the laboratory **before** they discussed the program of work.

Setting up an ad hoc committee to select candidates for advisory committee officers was a logical choice for the second meeting. Setting up a committee to formulate a program of work was also good, although he may need to serve as a resource person to this group.

This meeting, unfortunately, lasted for two and one-half hours for most members, and three hours for the ad hoc committee. It is suggested that these meetings be no longer than one and one-half hours. He may have been able to save time by scheduling the meeting in his classroom or in the same building as his laboratory. Time would also have been saved if the ad hoc committee had met earlier and their recommendations been sent to the respective committee members. Starting punctually at 4:00 would also have saved time. Keeping advisory committee members into a meal hour without providing a meal should be avoided.

Setting a regular date for future meetings should have been done at this meeting if this was not accomplished at the first meeting. It would have been wise to remind committee members of the next meeting date before the meeting broke up.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Maintaining a Newly Organized or Reorganized Occupational Advisory Committee, pp. 6–13, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

While working in an **actual school situation,*** maintain an occupational advisory committee.

While working with either a newly organized (or reorganized) or existing occupational advisory committee, assist members in maintaining the smooth and effective operation of the committee. This will include—

- orienting new members to their role and function
- assisting the committee in planning and carrying out the annual program of work
- planning and conducting the initial meetings of the committee, and/or assisting in the arrangements and planning for regular and special meetings
- ensuring continuing communication between the committee and the school administration

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Skill in planning and conducting the **initial** meetings of a newly organized (or reorganized) advisory committee is an important aspect of maintaining the committee. However, it is recognized that it may not be possible for you to perform this function (e.g., if these meetings have already been held by the previous teacher, and you are working with a functioning committee). In this case, the items on the TPAF relative to the initial meetings will not be applicable to your situation.

Arrange in advance to have your resource person review your documentation and, if possible, observe at least one instance in which you are working with the committee (e.g., serving as temporary chairperson for an initial meeting).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in maintaining an occupational advisory committee.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Maintain an Occupational Advisory Committee (A–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning and conducting the initial meetings of the advisory committee, the teacher:						
1. planned the agendas for the initial meetings	☐	☐	☐	☐	☐	☐
2. mailed invitations, agendas, and necessary materials in advance of the meetings to members, ex officio members, and guests	☐	☐	☐	☐	☐	☐
3. provided necessary materials (paper, pencils, agendas, list of members, file folders, file space, etc.) to members at meetings	☐	☐	☐	☐	☐	☐
4. served as temporary chairperson for the initial meetings	☐	☐	☐	☐	☐	☐
5. conducted the meetings in a businesslike manner	☐	☐	☐	☐	☐	☐
6. introduced members to each other	☐	☐	☐	☐	☐	☐
7. provided opportunity for informal social exchanges	☐	☐	☐	☐	☐	☐
8. guided the committee in developing and adopting a set of operating rules	☐	☐	☐	☐	☐	☐
9. guided the committee in electing a chairperson and other officers specified in the operating rules	☐	☐	☐	☐	☐	☐
10. provided background information on vocational program objectives and activities	☐	☐	☐	☐	☐	☐
11. assisted the committee in identifying major concerns needing attention of the committee	☐	☐	☐	☐	☐	☐
12. assisted the committee in planning the annual program of work	☐	☐	☐	☐	☐	☐
13. gradually transferred leadership from himself/herself to the committee	☐	☐	☐	☐	☐	☐

After the advisory committee was operational, the teacher:	N/A	None	Poor	Fair	Good	Excellent
14. assisted the committee in planning the annual program of work	☐	☐	☐	☐	☐	☐
15. met with the chairperson before each meeting (regular and special) to help plan the agenda	☐	☐	☐	☐	☐	☐
16. arranged to have school facilities (room, file space, refreshments, duplication services, supplies, etc.) available for committee meetings	☐	☐	☐	☐	☐	☐
17. mailed notices, agendas, and necessary materials to members in advance of the meetings	☐	☐	☐	☐	☐	☐
18. acted as a consultant to committee members	☐	☐	☐	☐	☐	☐
19. maintained close communication between the committee and the school administration	☐	☐	☐	☐	☐	☐
20. assisted members in producing a handbook to orient new members and officers to their role and functions (optional)	☐	☐	☐	☐	☐	☐
21. provided members with information about vocational program activities and accomplishments to aid them in carrying out their activities	☐	☐	☐	☐	☐	☐
22. assisted the committee in preparing minutes of their meetings and other reports, as appropriate	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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